Comprehensive Progress Report

Mission: Koliganek School is committed to providing every student with the opportunity to grow and develop as life-long learners. We believe school should be a positive place where students are actively engaged while working cooperatively with staff and other students to reach their full potential. Our staff, students, parents, and community members work together to create a support network for all students to learn and become productive citizens.

Vision:

Goals:

! = Past Due Objectives	KEY = Key Indicator

Core Function:			**Curriculum**			
Effective Practice:			**Domain 1.0- There is evidence that the curriculum is aligned, implemented, reviewed, and used in conjunction with the Alaska Content Standards.**			
	KEY	**1.01**	**School staff implements the district approved, research-based curricula that are aligned with Alaska Content Standards.(323) (KEY,SWP)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			5/15/21 - Full Implementation as there is evidence that the curriculum is aligned, implemented, and used in conjunction with both local and state standards.	Full Implementation 05/10/2021		
		1.05	**School staff systematically use a review process to determine if the curricula address the learning needs of all students.(327)(SWP)**	**Implementation Status**	**Assigned To**	**Target Date**

| Initial Assessment: | 5/20/21 - Interim assessments (MAPS) and state assessments (PEAKS when available) are reviewed to in collaborative teams to determine areas of need. The district provides a larger review of data to evaluation the effectiveness of curricula is addressing the learning needs of all students. | Full Implementation 05/21/2021 | | |

Core Function:	Assessment			
Effective Practice:	Domain 2.0- There is evidence that assessment of student learning is frequent, systematic, and aligned with Alaska Content Standards.			

	KEY	2.03	School staff use universal screening assessments and routinely administer them multiple times a year in at least literacy and math. (331)(KEY)	Implementation Status	Assigned To	Target Date
Initial Assessment:			5/15/21 - Full Implementation as there is evidence that assessment of student learning is frequent, rigorous, and aligned with Alaska's state standards. In addition we often discuss strategies for improvement and possible changes in curriculum for next year at district level.	Full Implementation 05/10/2021		

Core Function:	Instruction			
Effective Practice:	Domain 3.0- There is evidence that research based, effective, and varied instructional strategies are used in all classrooms to meet the needs of each student.			

	KEY	3.02	School staff implement a coherent, documented plan throughout the school to ensure that all students receive core instruction and all low-performing students receive additional support to help them meet or exceed the state content standards.(335)(KEY,SWP)	Implementation Status	Assigned To	Target Date

| Initial Assessment: | 12.2.16 The school is currently using AIMS web, MAP, Plato Data, Go Math assessments and Reading Mastery checkout data to identify low performing students. Furthermore, classroom performance data will also be used to identify students who are low-performing. Reading Mastery, especially the various "checkouts" at each level will be used to target students who are not performing on grade level. During the mid-semester parent teacher conferences, the teachers, parents, and students created goal sheets for students that had been identified as low performing. Koliganek school uses the RTI model for intervention. Tier 1 interventions are used with all students. Students that are identified as low performing and not responding to the tier one interventions are discussed with the teacher, parents, aides working with the students, and principal. Interventions are developed and implemented. The teacher monitors for progress for at least 6 weeks and then the group reviews the progress. The group may decide that additional interventions need to to be developed for the student, the previous intervention was effective and needs to be continued, or the intervention was effective and is no longer needed. The schools plan for intervention aligns with the district's plan for RTI. Although a plan is in place, there have been significant changes with the documentation and the use of Tienet. The staff still needs additional support in the documentation of interventions in the system.

5/10/19: Meetings with parents are held, but we continue to struggle with documentation and development of SMART goals for struggling students. Scheduled intervention times during the school day are now in place for several students.

5/10/2021: Full implementation as there is evidence that effective and varied instructional strategies are used in all classrooms to meet the needs of each student. In addition, we have an RTI plan in place and it is followed very closely. | Limited Development 06/01/2015 | | |

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	Full implementation as there is evidence that effective and varied instructional strategies are used in all classrooms to meet the needs of each student. In addition, we have an RTI plan in place and it is followed very closely.	**Objective Met 05/10/21**	**Rick Mauderer**	**05/10/2021**
Actions				
10/23/17	10/23/17 All students identified as preforming below expectations will be required to attend after school tutoring. Tutoring will focus on areas of weakness according to the data.	Complete 04/17/2018	Deb Forkner	05/18/2018
Notes:				
12/3/16	All intervention meeting will be documented through the use of TIENET. Any Tier II or III interventions will be recorded into Tienet with follow up data collection and review by the team.	Complete 05/01/2019	Deb Forkner	04/02/2019
Notes:	Previously many intervention team meeting were informally performed. These have been effective at developing strategies and interventions to use in the classroom but does not provide the documentation the process and allows for better data collection. 4/17/18: Team needs to continue working to better document intervention meeting and plans, with measurable goals.			
5/9/19	5/10/19: Continue to work on documenting intervention meetings and scheduling follow-up/progress monitoring meetings. Work with Sped Director to assure documentation is in place.	Complete 04/01/2020	Deb Forkner	05/01/2019
Notes:				
Implementation:		05/10/2021		
Evidence	5/10/2021 - in the midst of a pandemic where we were closed for several months of the year, we still grew significantly on our MAP testing			
Experience	5/10/2021 Implemented an RTI tiered approach to meeting needs. Also, there are varied instructional strategies in place.			
Sustainability	5/10/2021 Next year we plan to begin to look at learning styles and personality to make sure introverted and extroverted student needs are met.			

KEY	3.03	School staff use research-based instructional practices, programs and materials.(337)(KEY,SWP)	Implementation Status	Assigned To	Target Date
Initial Assessment:		5/20/2021: Full Implementation in that school staff are using research-based instructional practices, programs and materials. Science classes are using hands on dissections, elementary grades are all using "Reading Mastery" a research based reading intervention and instruction program, we use "Go Math" as well which is also research based and is privy to multiple instructional practices. We also use a one:one student iPad initiative to aid in the individual instructional practices with programs such as Reflex Math, and Exact Path which is tightly correlated to NWEA Map testing results for each individual student. Furthermore, the school and district as a whole is using Marzano's strategies as a source of research based instructional models.	Full Implementation 05/20/2021		
KEY	3.04	School staff consistently, and regularly measure the effectiveness of instruction using data from a variety of formative assessments.(340)(KEY)	Implementation Status	Assigned To	Target Date
Initial Assessment:		5/20/2021: Full Implementation in that all school staff consistently and regularly determine the effectiveness of their instruction using data from a variety of formative assessments, including classroom exit tickets, quick writes, thumbsup/down, surveys, and other methods of continuous improvement.	Full Implementation 05/20/2021		

Core Function:	Supportive Learning Environment				
Effective Practice:	Domain 4.0- There is evidence that school culture and climate provide a safe, orderly environment conducive to learning.				
	4.01	School staff use effective classroom management strategies that maximize instructional time in all classrooms.(342)(SWP)	Implementation Status	Assigned To	Target Date
Initial Assessment:		5/20/21 - Staff are responsible for ensuring that the instructional time is honored for each student and class. Staff implement cooperative learning strategies, centers, independent study, small group instruction and make sure paraprofessionals are part of the classroom management strategies to make sure students are engaged during instructional time.	Full Implementation 05/21/2021		

		4.02	School staff create and implement schoolwide operational procedures that minimize disruptions to instructional time.(343)(SWP)	Implementation Status	Assigned To	Target Date
Initial Assessment:			5/20/21 - The entire staff works together to follow the operational procedures to minimize disruptions. This includes communication protocols, transition time protocols, starting and ending the school day protocols, and other protocols. These protocols are designed for the administrative assistant, for parents, for community organizations, for students, and for staff. The school works to make sure that instructional time is valued and not minimized.	Full Implementation 05/21/2021		

KEY	4.03	School staff communicate school-wide behavior expectations that are understood and achieved by students, and staff provide positive behavioral supports.(344)(KEY,SWP)	Implementation Status	Assigned To	Target Date
Initial Assessment:		5/15/21 - The positive behavior ticket system that was previously used is still in place. We are selecting 3 tickets per grade grouping each month form the Caught Being Good bulletin board and announcing them at a pep rally. The selected students also receive a voucher for small slushy and popcorn at an attendance incentive event or sports activity. There have been very few behavioral issues that disrupted the learning environment, but we would benefit from all staff using common language and developing common expectations for common areas such as gym, hall, cafeteria, and bathrooms. 2017-18 Positive Behavior tickets will continue. Staff are considering/trying ideas to recognize all students who get a positive behavior ticket. Names are still drawn during monthly assembly from the behavior tickets to receive a reward. 1/10/18: We continue to use the positive behavior tickets which are posted on the bulletin board in the cafeteria. 3 names are drawn each month to receive various prizes. Each month a students from each class are nominated to be Student of the Month. They receive certificates and prizes at the monthly awards assembly. 5/10/19: The positive behavior ticket system is still in place.	Limited Development 01/09/2017		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		Students will be able to describe the expectations using common language for all common areas. Students will be able to describe the expectations in class that are appropriate for the current task of independent work, group work, or direct instruction. All students and staff will be able to identify the correct voice level for an activity and location and use a common system to communicate the voice level. Expectations will be posted and referenced by students and staff if an issues does arise.	**Objective Met 05/10/21**	**Rick Mauderer**	**05/22/2020**
Actions					
	1/9/17	Common Area Expectations will be developed and posted for gym, cafeteria, hallway, and bathrooms.	Complete 08/18/2017	Deb Forkner	08/21/2017

			Implementation Status	Assigned To	Target Date
	Notes:	The expectations need to be reviewed each semester to ensure that they are accurate. They will also need to be consistently reviewed with the students to ensure understanding and compliance.			
	1/9/17	Common Language needs to be developed to ensure that the same message is conveyed from all staff. An example is voice level. Instead of telling students to Be Quiet you would tell them voice level 1 (whisper that only your immediate neighbor can hear). This removed the ambiguity from the directions and makes it much easier for compliance. This material is part of Safe and Civil CHAMPS procedures.	Complete 01/09/2018	Deb Forkner	01/10/2018
	Notes:				
	1/9/18	Secondary teachers will develop and implement common expectations for students. Expectations will consistently be taught and enforced in ALL secondary classrooms.	Complete 04/17/2018	Deb Forkner	05/18/2018
	Notes:				
	4/17/18	New secondary staff will work with administration to set clear common expectations that are taught and positively reinforced throughout the school year.	Complete 08/31/2018	Deb Forkner	09/30/2018
	Notes:				
	5/9/19	Secondary staff will agree to and enforce a common set of rules consistently. Students will be taught the expectations continually throughout the year.	Complete 04/01/2020	Deb Forkner	05/22/2020
	Notes:				
Implementation:			05/10/2021		
Evidence		5/10/2021			
Experience		5/10/2021			
Sustainability		5/10/2021			
KEY	**4.05**	**School staff provide extended learning opportunities, and students in need of additional support regularly participate.(346)(KEY,SWP)**	**Implementation Status**	**Assigned To**	**Target Date**

				Implementation Status	Assigned To	Target Date
Initial Assessment:			5/20/2021: Full implementation in that faculty and staff meet with students at various times to help with tutorials, and extended learning activities including hands-on activities that solidify learning. In addition, extra learning is provided before and after school in the form of tutorials and makeup work opportunities. Furthermore, specific, research-based interventions are provided for migrant students in the form of additional supports during the school day.	Full Implementation 05/20/2021		
	KEY	4.06	**School and classroom environments reflect respect for all students and cultures, and they reflect an understanding of the cultural values of the students and community.(347)(KEY,SWP)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			5/20/2021: Full implementation in that each teacher has completed a course in Yupik culture and value. Our teacher evaluation instrument is rooted in cultural awareness and we regularly receive feedback from parent surveys, and Community School Council members as to the respect and value teachers add to the Yupik culture. Each classroom has Yupik values posted in them in the form of posters, our school celebrates the Yupik Value of the Month, and each month these are posted in the classroom in both English and Yupik languages. Each morning our pledge of allegiance is recited in both English and Yupik.	Full Implementation 05/20/2021		
	KEY	4.07	**School staff communicate effectively with parents about learning expectations, student progress, and reinforcing learning at home; staff implement effective strategies to increase parent engagement. (348)(KEY)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			5/20/2021: Full implementation in that communication to the community is done via postings at the village council, announcements on the VHF radio, emails, typed memos. parent teacher conferences 2 times per year, and regular phone calls to parents. In addition, we have frequent (once a month) parent involvement activities in the form of home learning events that involve parents with their students in learning activities. To increase involvement we often have contests and drawing to reward current participants who send up pictures of their at-home learning activities. Additionally, each classroom has student progress charts so that students can measure their progress in the day to day learning.	Full Implementation 05/20/2021		

KEY	4.08	School priorities, goals, plans, and events are collaboratively developed by school staff members, parents, students, and community members, and these plans are communicated to all stakeholders by school staff.(349)(KEY,SWP)	Implementation Status	Assigned To	Target Date
Initial Assessment:		5/20/2021: Full Implementation in that our school priorities are developed by a board representing our village and people, our plans are developed locally on how to achieve those goals, and events are also determined locally, planned and executed locally by staff, parents, and community. The school works closely with the Community School Council (CSC) to make these goals, events, and plans and put them into place. These plans are all communicated to parents in various ways such as VHF radio, emails, posters, phone calls, parent-teacher conferences, CSC meetings and fliers sent home with students.	Full Implementation 05/20/2021		

Core Function:	Professional Development				
Effective Practice:	**Domain 5.0- There is evidence that professional development is based on data and reflects the needs of students, schools, and the district.**				
KEY	5.01	School staff use multiple sources of student assessment data as a primary factor in determining professional development priorities. (350)(KEY,SWP)	Implementation Status	Assigned To	Target Date
Initial Assessment:		5/10/19: Staff development is primarily driven by district office priorities. However, when site time is allotted, data is used to focus staff learning. The primary focus is on the Marzano Framework for Effective Instruction and the use of MAP data to inform instruction.	Limited Development 05/09/2019		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		Full Implementation as there is evidence that professional development is based on data and reflects the needs of students, schools and district. Furthermore, we have ongoing PD weekly, and we look at past and present trends to plan the future. All staff development opportunities will focus on area where student data show weaknesses in student achievement.	**Objective Met 05/10/21**	**Rick Mauderer**	**05/10/2021**
Actions					
5/9/19		5/10/19: Train staff to use analyze MAP data and to use the analyses to drive instruction and interventions.	Complete 05/10/2021	Deb Forkner	05/22/2020

			Notes:				
Implementation:				05/10/2021			
	Evidence		5/10/2021 - a significant increase in MAP scores as well as PEAKS performance.				
	Experience		5/10/2021 - data collected by survey and assessment scores				
	Sustainability		5/10/2021 - continued PD based upon student needs				
	KEY	5.03	School staff embed professional development into daily routines and practices.(353)(KEY)	Implementation Status		Assigned To	Target Date

Initial Assessment:	The staff have not been participating in peer observations or peer coaching events to the frequency that would be needed. The staff have been implementing the training that we have completed this year, but would benefit from inclusion more into normal daily routines. Examples: Mr. Coppin attended the RTI conference and implemented the material he learned about structured writing during the conference. We had training on scales and learning goals and these have been observed in most classrooms. 2/26/18: All Math teachers have implemented with fidelity Math Daily Review. Dianna Schollmeier has visited to provide support and to model lessons. Staff continue to implement training received at conferences, workshops, and through the district. Observations and post-conferences centered on the Marzano model also occur throughout the year. 5/10/19: The Marzano model is still the basis for instruction, however, training has been limited and implementation is not where is should be. This is especially true for new to the school teachers. All teachers have set goals using iObservation self evaluation and Marzano's elements and have done reflections throughout the year.	Limited Development 03/20/2017		
	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	When fully implemented, a plan for peer observation will be in place with a review process that documents learning opportunities obtained from the peer observations. The staff will regularly conduct PLC's and implement the training that is conducted in these into their daily routines and practices. 2/26/18: Peer observations has not been a focus for the 2017-18 school year. Staff have focused on implementing district required curriculum (Reading Mastery, GoMath, MDR) with fidelity. 5/10/19: With 3 new staff members, the primary focus for the 2018-19 school year has been learning and implementing the required curriculum.	Objective Met 05/20/21	Rick Mauderer	12/21/2020
Actions				
3/20/17	A schedule for staff peer observations will be established and implemented.	Complete 05/10/2021	Shannon Jones	12/14/2021

Notes:				
Implementation:		05/20/2021		
Evidence	5/20/2021			
Experience	5/20/2021			
Sustainability	5/20/2021			

Core Function:	**Title Programs**
Effective Practice:	**Domain 8.0**

		8.04	**This school assists preschool children in the transition from early childhood programs, such as Head Start, Even Start or any other preschool program, to local elementary school programs.(2117)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			5/20/21 - Through an DEED early learning grant, an minimal early learning process/program was established for pre-K students in Koliganek. This plan has the pre-K students have class in the school and interact with other students in the school during appropriate times including but not limited to the school lunch time. These students are naturally integrated into the school processes.	Full Implementation 05/20/2021		
		8.05	**Federal, State, and local service programs are integrated and coordinated.(2118)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			5/20/21 - The district office assists in coordinating and integrating the various Federal and State services and programs. The Title I-A basic and set-aside programs are used in conjunction with Title I-C (migrant education) program, and Indian Education to provide high quality education to all students at the school.	Full Implementation 05/20/2021		

8.06	All instructional paraprofessionals will meet minimum qualifications. (2119)	Implementation Status	Assigned To	Target Date
Initial Assessment:	5/20/21 - The district has hiring practice in place that require paraprofessionals to meet the minimum qualifications before being employed. 3/17/2020 - Paraprofessionals are not hired unless they meet the Alaska Paraprofessional Qualifications. 2/26/18: . All para-pro's are meet the Alaska Paraprofessional Qualifications.	Limited Development 02/20/2012		
	Priority Score: 1 Opportunity Score: 1	Index Score: 1		
How it will look when fully met:	Paraprofessionals are not hired unless they meet the Alaska Paraprofessional Qualifications.	**Objective Met 03/17/20**	**Rick Mauderer**	**12/01/2011**
Actions				
4/20/12	The instructional leader will work with District office staff to identify any teachers who are not HQ and then have a written plan on file that outlines their plan to become HQ.	Complete 02/01/2016	Cody McCanna	12/01/2011
Notes:	All teachers who are not HQ have a plan with the District to become HQ.			
Implementation:		03/17/2020		
Evidence	3/17/2020 All paraprofessionals have met the Alaska Paraprofessional Qualifications.			
Experience	3/17/2020 The district was very supportive of teachers to attain HQ status			
Sustainability	3/17/2020 Paraprofessionals will not be hired unless they meet the Alaska Paraprofessional Qualifications.			
8.07	The school will have strategies to attract and retain effective teachers. (2120)	Implementation Status	Assigned To	Target Date

Initial Assessment:	5/20/21 - This is typically a responsibility of the district. However, PLC's, inservices, collaboration, team building, peer-observation, professional development, opportunities for advancement and housing are methods to attract and retain effective teachers.	Full Implementation 05/20/2021		